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Monthly Special Education Director Call

Special Education Programs
August 18, 2020

1

Welcome Back to SY 2020-2021

Special Education Resources

📞	*Monthly SPED director calls occur the third Tuesday of every month at 10 am CT*	*March – no webinar: SPED conference*
✉	*Monthly SPED newsletters sent out the second week of each month on the Sped Listserv*	*Join listserv: http://www.k12.sd.us/Listserv/DOESpecialEd.htm*

3

Department of Education Special Education Staff

- Linda Turner
  - Director
  - Legislative Committee Rep.
  - Federal IDEA Application
  - Extraordinary Cost Fund

- Wendy Trujillo
  - Assistant Director
  - Dispute Resolution Coordinator
  - State Performance Plan
  - SD Advisory Panel for Children with Disabilities (SDAPCD)
  - Special Education Listserv

4

- Lindsey Bomesberger, Secretary

- Angel Corrales, Data Manager
  - Data
  - Child Count

5

- Brandi Gerry, Implementation Specialist
  - SSIP (State Systemic Improvement Plan – Indicator 17)
  - SPDG (State Personnel Development Grant)
  - Region 1 Program Representative

- Rebecca Cain, PD & Behavior Specialist
  - Indicators 2 & 4
  - MTSS/PBIS
  - School Climate
  - Suspension/Expulsion
  - Dyslexia
  - ELL
  - Region 2 (Sioux Falls) Program Representative

6

- Beth Schiltz, Accommodation & HS Transition Specialist
  - Indicator 1, 13, & 14
  - Transition
  - Accommodations
  - Region 3 Program Representative

- Debra Willert, 619 Coordinator
  - Indicator 6, 7, 11, & 12
  - Battelle Developmental Inventory II/III
  - ECO Listserv
  - Region 4 Program Representative

7

- Jessica Ahlers, Alternate Assessment
  - Indicator 1 & 3
  - Alternate Assessment
  - 1% Waiver
  - Region 5 and 6 Program Representative
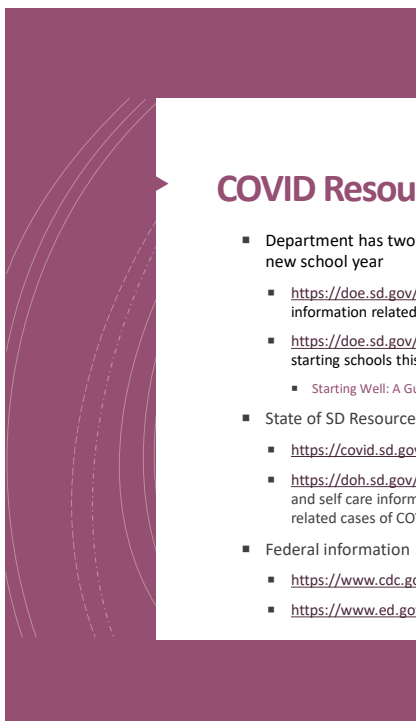

- Melissa Flor, Accountability Specialist
  - Indicator 9 & 10 Disproportionality
  - Accountability
  - Results Driven Accountability
  - Significant Disproportionality
  - Region 7 Program Representative

8

Effective Practices

9

COVID Resources

- Department has two webpages with information related to COVID and restarting the new school year
  - https://doe.sd.gov/coronavirus/ - Primarily contains information from the Spring and fiscal information related to the CARES ACT and other funds available
  - https://doe.sd.gov/coronavirus/startingwell.aspx - Primarily contains information related to starting schools this fall
    - Starting Well: A Guide for Special Education
- State of SD Resources, including Department of Health
  - https://covid.sd.gov/ - General launch site for most resources and support information
  - https://doh.sd.gov/news/coronavirus.aspx#SD – DOH site with case updates and prevention and self care information. In the future they are working on a site to track school district related cases of COVID
- Federal information
  - https://www.cdc.gov/coronavirus/2019-nCoV/index.html - Federal level COVID information
  - https://www.ed.gov/coronavirus - Federal Department of Ed information and resources

10

Remote Learning vs Homebound vs Homeschool

	Scenario	IDEA Implications
Remote Learning	Student is enrolled in a public school system and receives education services (including special education and related services) outside of the traditional brick and mortar school building through a process determined by the public school system.	Student is entitled to all provisions of IDEA. Public school systems shall ensure free appropriate public education (FAPE) is provided in the least restrictive environment (LRE) and procedural safeguards are implemented.
Homebound	Student is enrolled in a public school system and receives special education and related services in the student's home or other designated setting such as a hospital because the IEP team determined homebound is the most appropriate placement based on the student's individual health and/or academic needs.	Student is entitled to all provisions of IDEA. Public school systems shall ensure FAPE is provided in the LRE and procedural safeguards are implemented.
Homeschool	Student is NOT enrolled in a public school system because the parent opted not to enroll in a public or a private school and instead will deliver all instruction at home in accordance with state homeschool guidelines.	FAPE does not apply to homeschool. Limited procedural safeguards of IDEA may apply to child find and evaluation activities.

11

August Behavior Tip
Here They Come!!

Acknowledge students have had inconsistent expectations for the past several months

Expectations/appropriate behaviors should be explicitly and regularly retaught

Kids look to adults to see how to react to situations

If you expect it, pre-correct it!
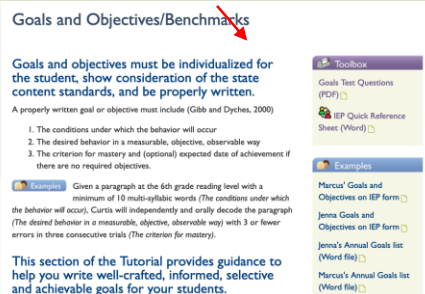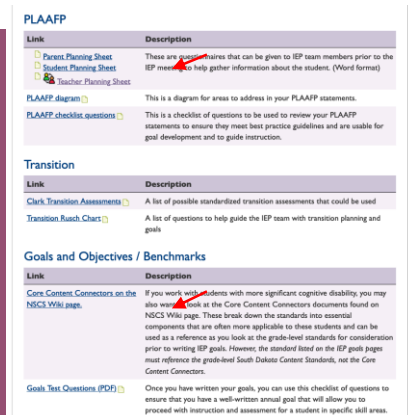
Take time to explicitly develop relationships

12

IEP Quality Website Tip of the Month

13

IEP Quality Website Tip of the Month

14

IEP Quality Website Tip of the Month

iep Q
IEP Quality Project

PLAAFP

iep Q
IEP Quality Project

☐ Does the PLAAFP provide a descriptive snapshot of the student including *both* strengths and areas of need?

☐ Is parent/guardian input present and clearly considered?

☐ Do statements about the student have **DATA** to support them?
    ☐ Are multiple sources / types of data used?

☐ Are the data understandable to the guardians / student / another teacher**?**

☐ Does the PLAAFP make it clear what **SKILLS AREAS** are an instructional priority for the student?
    ☐ Does the data provide information about skills that are strengths or weaknesses for the student?
    ☐ Are the skills listed specific enough that you could you identify areas for standards-referenced instruction based on the PLAAFP?
    ☐ Could you write observable and measurable individualized goals based on the PLAAFP?

☐ If you remove the student's name, could someone who knows the student identify the student based on reading this PLAAFP statement?

This checklist can also be found at: https://iepq.education.illinois.edu/toolbox

15

IEP Quality Website Tip of the Month

iep Q
IEP Quality Project

iep Q
IEP Quality Project
GOALS "TEST" QUESTIONS

Once you have written your goals, ask yourself the following questions. If you can answer "Yes" to all of them, you have a well-written annual goal that will allow you to proceed with instruction and assessment for a student in specific skill areas:

- Can I tell this goal was written for *this student*?
- Do I know what *skills* this student is working to master based on this goal?
  - Are these skills *specific to the student* (e.g. visualizing while reading) and not just general skills areas (e.g. reading comprehension)?
  - Are these skills *based on data* that is listed and explained in the PLAAFP and no further assessment is needed to support the need for this goal?
- Could I *begin instruction* based on this goal?
- Could I *evaluate student progress* based on this goal? Does the evaluation match the student skill?

16

8

IEP Quality Website Tip of the Month

iepQ
IEP Quality Project

IEPQ INTRODUCTORY TRAINING VIDEO

17

IEP Quality Website Tip of the Month

iepQ
IEP Quality Project

Information at: https://sd.iepq.org

18

Accountability

19

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IEP TA GUIDE (UPDATE August 13, 2020)

- Format
  - § Section Header
  - § Snapshot of the referenced page
  - § Overview of the section
  - § How to complete this page
  - § Additional Information
  - § ARSD link
  - § Resources for the Section

IEP COVER PAGE

OVERVIEW

IEP cover page provides an overview of the student demographics, basic documentation requirements along with who is participating in the IEP meeting when it is developed.

COMPLETING THIS PAGE

Student Name

State the full name of the student, including middle name or initial.

Student Information Management System (SIMS)

Write the child's State ID "SIMS" number in the blank.

To obtain the SIMS number log into Infinite campus (SIMS).

20

IEP TA GUIDE (UPDATE August 13, 2020)

Small wording changes and clarifications throughout the document

Major Section Updates

Additional PPWN references

Annual review and begin services example chart

Accommodation, Modification, and/or Supports

LRE new age 5 definitions

3-5 LRE Flow Chart in Appendix

ACCOMODATIONS, MODIFICATIONS AND/OR SUPPORTS

OVERVIEW

IEP team will need to determine what supports the student will need to be successful in accessing the general curriculum. Supports can include accommodation, supports in classroom for student and staff, and/or modifications. The IEP team will consider how disability will impact access to general curriculum based on student's strengths and needs.

What should IEP teams consider when determine the appropriate supports for a student in the classroom?

- What are the student's learning characteristics?
- What will happen in the classroom: tasks and demands?
- What is the purpose/goal of task/demand in the classroom?
- How will disability be affected by the situations?
- What supports will the student need to access the general curriculum?

Student Characteristic	Task/Demand	Purpose	Disability Effect	Accommodation
Limited sustained attention. Likes physical movement	Pay attention during teacher led lecture	Obtain new information and be prepared to complete homework or task	Student will miss critical information to be academically successful	Seat in back row when accessing sensory input strategies without disrupting others Chunk information

21

Parental Prior Written Notice (PPWN) and PPWN Consent

Must be individualized to the student.

Documentation must include decisions the team made based on review and discussion of the individual student's data, strengths, needs, other information and personal knowledge.

22

WHEN MUST A PRIOR WRITTEN NOTICE BE GIVEN?

Change in identification

Change in placement

Refusal to evaluate

Major change in services

Parent Revocation of Consent

Change in services or accommodations/modifications

Ineligibility determinations for services

Disciplinary actions altering placement

Due Process Compliant

Change in transportation arrangements required by FAPE

Refusal to convene IEP meeting after parental request.

After IEP proposals or amendments

Graduation

23

WHEN PRIOR WRITTEN NOTICES ARE NOT ACCEPTABLE:

Warning ● ● ●

It does not reflect IEP team decisions and discussions,

It is not student focused or individualized to the student,

Sections only have one generic statement,

If it contains acronyms and educational jargon that is not understandable to parents.

Quotes from laws or regulations

Examples

The state completed an accountability review and informed us we had to…

According to state regulations, we are required to ….

The IEP team did not have anything to reject at this time.

Annual IEP was discussed and all approved.

It is time for a 3-year evaluation and will begin testing with your consent.

24

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Results Driven Accountability (RDA)

Component of Accountability Process
◦ Compliance Review
  ◦ 5-year cycle
◦ RDA
  ◦ Provides supports to districts that need assistance in improving performance indicators.
  ◦ 3 Levels (1, 2, 3)
  ◦ Risk Rubric Analysis
◦ Resources:
  ◦ https://doe.sd.gov/sped/accountability.aspx

RDA: What is required for all districts?

25

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All Districts Internal Review Requirements:

State has an Internal Review document available to use. The district may use own process or system as long it meets requirements below.

● Each case manager will conduct a minimum of one internal/self-assessment file review.
  o Districts must analyze the internal review data to determine internal professional development area of need around ensuring compliance.
  o District will submit to the state the area(s) of professional development determined and completed by the district. State will notify districts when and how it will be collected.

Evaluation	Eligibility for SLD	Meeting Notice	Individual Education Plan						PPWN	Amendment IEP
			Front Page	Present Levels	Special Factors	Transition	Services			

All Districts – Internal Review

26

13

INTERNAL REVIEW DOCUMENT

https://doe.sd.gov/sped/accountability.aspx

◦ Help ensure completed all steps in process.

◦ All special education staff will have to conduct one self-review of an IEP.

◦ Check with district regarding process.

Record of Access		Y	N	N/A	N/A
Record of Access (24:05:29:05)		☐	☐	☐	V16

Referral			Y	N	N/A	N/A
	Date of referral:	The top two spaces are available to type in.	☐	☐	☐	V20
Referral Document (initial only) (24:05:24:01)	List all areas of referral:					
			☐	☐	☐	
	If referral can not be found and is older than three years, N/A is appropriate.					

Initial Placement		Y	N	N/A	N/A
Consent Signed for Initial Placement into Special Education (24:05:27:04.01)	Date Signed:	☐	☐	☐	V28
	The Consent Signed for Initial Placement into Special Education form is a separate document. In the past, it may have been found at the end of the IEP.				

27

Pilot RDA Districts

Initial Pilot Districts - Completed

• Harrisburg

• Lead-Deadwood

• Douglas

• Edgemont

Level 2 Pilots:
• Aberdeen
• Spearfish

Current Pilot Districts

• Year 3:
   • Oglala Lakota County
   • Bennett County
   • Iroquois
   • Eagle Butte
   • Edmunds Central

• Year 2:
   • Custer
   • Sioux Valley
   • Todd County
   • Lemmon
   • McLaughlin

ThanK You

28

Special Education Data

29

5-year-olds in JK or K change in LRE code

- Pre-Kindergarten: 300
  - If under age 6 and **_not_** enrolled in JK or Kindergarten
- JK and Kindergarten: 100
  - Age 5 and enrolled in JK or Kindergarten
  - Districts should begin making this change on all new IEPs
  - Districts should begin amending IEP's prior to Dec. 1st Child Count

30

15

Indicator 7 STARS Reports

- 18-19 Indicator 7 reports are available in SD STARS
  - Analyze your district data over past few years
    - STARS provides data dig reports to assist in your review (see attached)
  - What are you seeing? Improvement or Decline in scores?
    - What types of programming are students receiving?
    - Where is there room for improvement?
    - Are there data quality issues?
  - SEP will be notifying low performing school districts this fall in order to:
    - Identify reasons for decline in outcomes
    - Identify areas of technical assistance needed to improve outcomes
- If you have questions about your Indicator 7 data, please contact Debra.Willert@state.sd.us
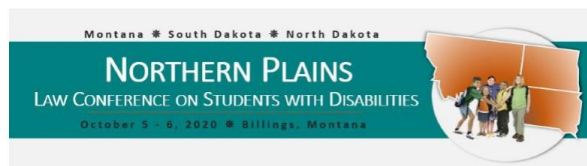
31

Miscellaneous

32

IEP Workshops

- IEP workshops for Basic, Early Childhood and Transition still have availability.
  - Virtual
  - September to October
- Register at the DOE Events page at https://southdakota.gosignmeup.com/Public/Course/Browse

33

Northern Plains Law Conference

Montana ✳ South Dakota ✳ North Dakota

NORTHERN PLAINS
LAW CONFERENCE ON STUDENTS WITH DISABILITIES
October 5 - 6, 2020 ✳ Billings, Montana

Join us for the
**2020 Northern Plains Law Conference
on Students with Disabilities**

When:	Monday, October 5, 2020 - Tuesday, October 6, 2020
Where:	The conference will be held virtually. Connection information will be emailed to those who register.

34

Next SPED Director's Live Meeting

September 15, 2020

35

South Dakota's IDEA Part B Determinations
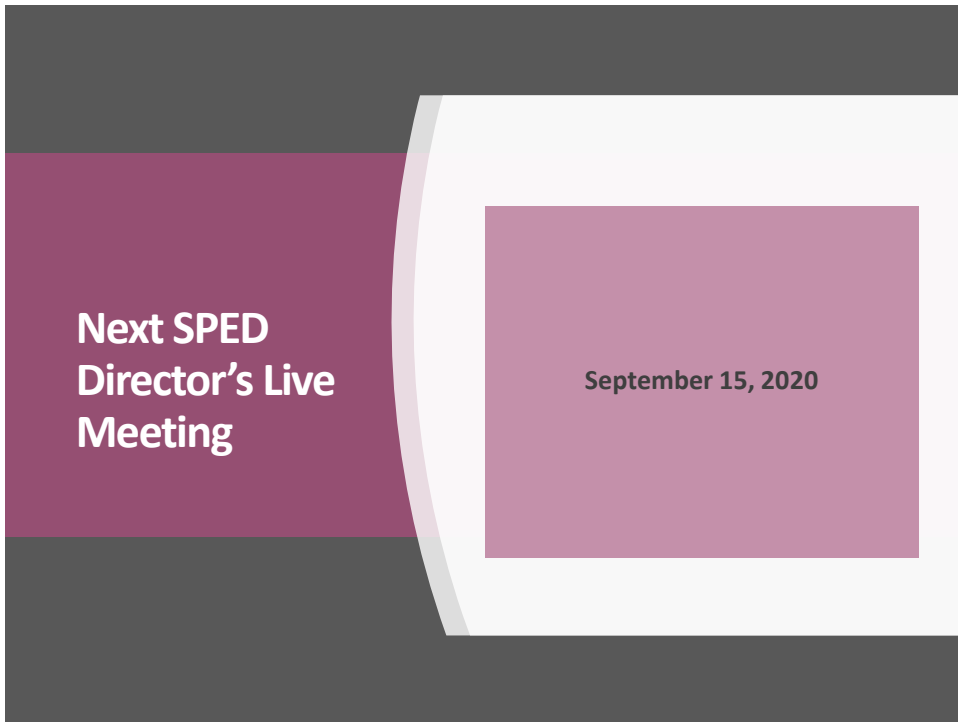
36

SOUTH DAKOTA'S DETERMINATION

- Based on the APR submitted in February 2020
- Data set is from FFY18 (18-19 school year) except lag indicators which are FFY17 (17-18 school year)
  - South Dakota received :
    - 19 out of 20 points for Compliance for a score of 95%
    - 21 out of 24 points for Results for a score of 87.5%
  - The scores are averaged to yield the final percent and determination of
    - 91.25% - **Meets Requirements** (Average of at least 80%)
    - (Last year – 89.58% - Meets Requirements)
- South Dakota
  - Is 1 of 22 states that met requirements for Part B only and 1 of 12 that met requirements for Part B and Part C
  - Has met requirements for the last 5 years

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37

COMPLIANCE MATRIX

Part B Compliance Indicator[2]	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2017	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0	N/A	2
Indicator 11: Timely initial evaluation	99.94	No	2
Indicator 12: IEP developed and implemented by third birthday	96.65	No	2
Indicator 13: Secondary transition	83.97	Yes	1
Timely and Accurate State-Reported Data	97.62		2
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	100		2
Longstanding Noncompliance			2
Special Conditions	None		
Uncorrected identified noncompliance	None		

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38

RESULTS MATRIX

- The Results Matrix reflects the following data:
  - Percentage of SWD participating in regular Statewide assessments at 4th and 8th grade calculated separately:
  - NAEP assessment in reading and math at 4th and 8th grade calculated separately:
    - The percentage of SWD scoring at basic or above on the NAEP;
    - The percentage of SWD included in NAEP testing *(0 or 1 point)*;
  - The percentage of SWD exiting school by graduating with a **regular** high school diploma.
  - The percentage of SWD exiting school by dropping out.

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39

RESULTS INDICATORS

- Unlike Compliance Indicators, loose connection in results determination to Results Indicators:
  - Graduation
    - Data is based on Special Ed federal exiting data for 16-17.
      - Students exiting special education age 14-21 that year
    - Indicator 1 uses the same calculation as ESEA accountability, reflects a four-year cohort
    - 16-17 is the first year SD started reporting on graduation code 03: Graduated with diploma modified by IEP team
  - Dropout
    - Data is based on Special Ed federal exiting data for 16-17.
      - All students exiting special education divided by those age 14-21 that year that dropped out
    - Indicator 2 is calculated using the number of students age 14-21 with IEPs who dropped out, divided by the number of students with disabilities on child count age 14-21.

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40

RESULTS INDICATORS

Statewide Assessment

- Results for 4th and 8th grade participation based on students with disabilities participating in the general assessment *(those on alternate not included)*
- Not included: Results for 4th and 8th grade proficiency on regular statewide assessment.

NAEP

- Results for 4th and 8th grade participation and proficiency
  - Based on NAEP are from 16-17 school year due to NAEP being administered every other year, so next years rubric will reflect same data
  - NAEP administered every other year, last administration was 18-19. These results reflect the new data and will carry over next year.

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41

Results Matrix: Scoring

- Scoring based on set percent for
  - Participate on state assessment and NAEP

  or

- Rank order against other states for:
  - NAEP proficiency
  - Graduation
  - Drop out

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Participation Rate of 4th and 8th Grade CWD on Regular Statewide Assessments (reading and math, separately)	<80	80-89	>=90
Percentage of 4th grade CWD scoring Basic or above on reading NAEP	<23	23-27	>=28
Percentage of 8th grade CWD scoring Basic or above on reading NAEP	<27	27-31	>=32
Percentage of 4th grade CWD scoring Basic or above on math NAEP	<40	40-46	>=47
Percentage of 8th grade CWD scoring Basic or above on math NAEP	<20	20-27	>=28
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma	<70	70-78	>=79
Percentage of CWD Exiting School by Dropping Out	>21	21-14	<=13

Percentage of 4th and 8th Grade CWD included in NAEP testing (reading or math):
  1 point if State's inclusion rate was higher than or not significantly different from the NAGB goal of 85%.
  0 points if less than 85%.

42

21

Results Matrix: Reading

Reading Assessment Elements	2017 Perform	2017 Score	2018 Perform	2018 Score	2019 Perform	2019 Score	2020 Perform	2020 Score
% of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	90.00%	2	92.00%	2	94.00%	2	94.00%	2
% of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	89.00%	1	89.00%	1	89.00%	1	91.00%	2
% of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	29.00%	1	33.00%	2	33.00%	2	35.00%	2
% of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	86.00%	1	90.00%	1	90.00%	1	92.00%	1
% of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	35.00%	1	36.00%	2	36.00%	2	27.00%	1
% of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	88.00%	1	85.00%	1	85.00%	1	91.00%	1

43

Results Matrix: Math

MATH ASSESSMENT ELEMENTS	2017 PERFORM	2017 SCORE	2018 PERFORM	2018 SCORE	2019 PERFORM	2019 SCORE	2020 PERFORM	2020 SCORE
% of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	90.00%	2	92.00%	2	94.00%	2	93.00%	2
% of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	89.00%	1	89.00%	1	89.00%	1	91.00%	2
% of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	56.00%	2	53.00%	2	53.00%	2	52.00%	2
% of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	94.00%	1	92.00%	1	92.00%	1	95.00%	1
% of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	33.00%	2	28.00%	2	28.00%	2	33.00%	2
% of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	88.00%	1	86.00%	1	86.00%	1	90.00%	1

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44

RESULTS MATRIX

Exiting Data Elements	2017 Perform	2017 Score	2018 Perform	2018 Score	2019 Perform	2019 Score	2020 Perform	2020 Score
% of Children with Disabilities who Dropped Out	23.00%	1	25.00%	0	23.00%	1	21.00%	1
% of Children with Disabilities who Graduated with a Regular High School Diploma	73.00%	1	65.00%	1	62.00%	0	70.00%	1

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45

AREAS OF IMPROVEMENT

- Compliance determinations continue to maintain high standards
- Results determinations continue to show improvement, over last 5 years have gone from 85% to 91.25%
- Dropout rate continues to decrease
- Graduation rate has increased (but has been inconsistent)
- 8th grade participation on state general assessment has increase
  - State no longer has to apply for waiver under ESSA to test over 1% on alternate
- 8th grade math proficiency on NAEP increased

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46

AREAS TO IMPROVE

- SD is ranked in middle third of states for graduation and dropout rate so there is room to improve
- 8th grade reading proficiency on NAEP decreased
- Indicator 12 – students found eligible for Part B and have an IEP developed and implemented by their third birthday
- Indicator 13 – Secondary transition components in IEP
  - This is reviewed during on-site reviews. Districts can work with their TSLP liaison prior to on-site reviews to ensure compliance.
  - Review districts on a 5-year cycle so districts need to continue to learn and maintain knowledge

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47

DISTRICT DATA REPORTS

District data has been released and districts can see how they are performing compared to state targets.

http://doe.sd.gov/sped/spp.aspx

District determinations have been sent to the districts

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48